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# LEARNING NEEDS ASSESSMENT
# OF
# AGENCY MIDDLE MANAGERS

Summer 1981

MANAGEMENT AND ADMINISTRATIVE TRAINING
OFFICE OF TRAINING AND EDUCATION

By [redacted] STAT

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# LEARNING NEEDS ASSESSMENT

## I INTRODUCTION

This Learning Needs Assessment identifies the problems and challenges that confront Agency second-line supervisors. The findings indicate that middle managers need to develop an organizational (versus parochial) focus, and an ability to deal effectively within the bureaucracy. For example, managers need an appreciation for the role of managers and of the scope of their responsibility; knowledge of Agency and office goals; the ability to represent their component and to maintain a network of contacts throughout the Agency and the community; an awareness of environmental trends and world events; and political astuteness.

In addition, middle managers should be able to develop and implement a budget and to execute the performance evaluation system. Other administrative challenges include dealing with problem employees, rotational assignments, recruiting new employees, and coping with "red tape."

The study suggests that effective interpersonal skills are tantamount to successful management. The behavioral areas most frequently mentioned are communication, motivation, team building, handling stress and change, relations with minority employees, and demonstrating personal integrity.

Also, middle managers need to increase their competence in developing subordinates, delegating, planning, problem-solving, organizing, managing time, and running meetings.

In the area of technology and methodology, middle managers need to be aware of the utility and consequences of existing and future systems and tools.

Finally, the profile of the strengths and weaknesses of "Tomorrow's Managers" that was constructed in this study is presented.

A detailed report on the methodology, the sample, the analysis of the data, and the findings follows.

## II METHODOLOGY

The data was collected between 1 May and 23 June 1981 by nine members of the Management/Administrative Training Staff, Office of Training and Education.

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LEARNING NEEDS ASSESSMENT

Interviewc , using a non-directive, structured interview, covered the following topics:

Current Training Needs

- Technology Skills
- Administrative Procedures
- Interpersonal Skills
- Organizational/Functional

Current Managerial Problems/Difficulties

- Administrative
- Technological
- Human
- Substantive
- Organizational/Functional

Tomorrow's Managers

- Strengths
- Weaknesses
- Differences from Current Managers

Trends for the Future (Coming Challenges/Changes)

- Administrative
- Human
- Technological

III SAMPLE

The sample includes 36 career Agency officers who represent 22 Agency components and the five functional areas:

Directorate of Administration

| | |
|---|---|
| Communication | 1 |
| Logistics | 1 |
| Data Processing | 1 |
| Medical | 1 |
| Training | 6 |
| Management Generalist | 1 |

Directorate of Operations

| | |
|---|---|
| Information Management | 3 |
| Career Management | 1 |
| Latin America | 1 |



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| | |
|---|---|
| Career Operations Officers on Rotation | 2 |

National Foreign Assessment Center

| | |
|---|---|
| Political Analysis | 1 |
| Strategic Research | 3 |
| Imagery Analysis | 1 |
| Central Reference | 1 |
| Economic Research | 1 |

Directorate of Science and Technology

STAT

| | |
|---|---|
| Signals Operation | 1 |
| Research and Development | 1 |
| National Photographic Interpretation | 1 |
| Development and Engineering | 1 |

Director of Central Intelligence

| | |
|---|---|
| Equal Employment | 2 |
| Personnel | 2 |

Insofar as levels of authority and responsibility are concerned, the sample includes 26 line managers at six different levels, and 10 staff officers at two different levels:

| Line Managers - 26 | | Staff Managers - 10 | |
|---|---|---|---|
| Office Chief | 2 | Staff Chief | 5 |
| Deputy Office Chief | 3 | Special Assistant/ Executive Officer | 5 |
| Division Chief | 11 | | |
| Deputy Division Chief | 2 | | |
| Group/Base Chief | 3 | | |
| Branch Chief | 5 | | |

The 36 respondents include 31 men and five women whose estimated age range is 37 to 60 years, with an estimated average age of 49.



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The estimated grade range is between GS 13 and SIS 3, with an estimated grade average of SIS 1:

| | |
|---|---|
| GS 13 | 2 |
| GS 14 | 5 |
| GS 15 | 12 |
| SIS 1 | 9 |
| SIS 2 | 5 |
| SIS 3 | 3 |

## IV ANALYSIS OF DATA

The data, notes of statements by respondents, was compiled, synthesized, and organized. An attempt was made to present the information as it was received, without interpretation or explanation. All editing was done to enhance readability and clarity, not to change meaning.

The findings are presented in general and specific catagories that reflect the responses rather than the interview outline. The topics are listed in the order of the frequency of mention and of the importance given by the respondents:

### A. Organizational Issues

1. Appreciating the Role of Manager
2. Scope of Responsibility
3. Ability to Represent Office
4. The Manager as Generalist versus Technical Specialist
5. Knowledge of Agency and Office Goals
6. Maintaining Agency and Outside Contacts
7. Awareness of Environmental and World Trends and Events
8. Political Astuteness

### B. Administrative Issues

1. Budget Process
2. Performance Evaluation, Ranking, Position Management
3. Handling Problem Employees: Support Programs
4. Recruitment Procedures
5. Rotational Assignments
6. Legal Procedures
7. Managing Bureaucracy and "Red Tape"
8. Security Procedures
9. Training
10. "Administration is Not a Problem"


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C. Interpersonal Issues

1. Communication
2. Motivation
3. Team Building
4. Handling Stress and Change
5. Relations with Minority Employees
6. Personal Qualities

D. Managerial Functions

1. Professional Development of Subordinates
2. Delegating
3. Planning
4. Problem-solving
5. Organizing
6. Managing Time
7. Running Meetings

E. Technology

1. General Awareness versus Expertise
2. Preparation Leadtime
3. Impact on People
4. Specific Technologies

F. Tomorrow's Managers

1. Strengths
2. Weaknesses
3. The Differences

V. THE FINDINGS

A. Organizational Issues

The organizational issues raised by the respondents relate to the need for middle managers to develop an organizational (vs parochial) focus and an ability to operate effectively within the bureaucracy. These needs fall into eight areas: appreciation for the role of manager, scope of responsibility, representational ability, generalist versus specialist, knowledge of Agency goals, maintenance of the interoffice network, awareness of external trends, and political astuteness.

1. Appreciation for the Role of Manager

Five stated the general question, "what is the role of the manager as differentiated from the roles of the supervisor and the leader?" Also, how does this role change


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as one moves up the managerial ladder? Three voiced the need for "a progressive management theory" that incorporates the responsibilities and problems unique to the different managerial levels.

2. Scope of Responsibility

Four respondents stated that middle managers need to have a broader perspective of the Agency, a sense of how their functions fit, and insights on "how the bureaucracy works." Two called for the need to increase the middle manager's sense of importance in the Agency. Two respondents felt that middle managers are often at a loss as to where organizational responsibility lies, especially in inter-office projects. One respondent stated that middle managers usually do not understand that their decisions will have an impact outside their own unit.

3. Representational Ability

Several respondents observed that there is a shortage of individuals who can ably represent their office and the Agency outside their own component. Two stated that OTE could assist by teaching managers how to change the image of an office, how to know when that is needed, and, how to maintain the image of the office when it does not need changing; managers need to distinguish between the two. Two respondents (both from NFAC) stated that NFAC, in general, and some components within the directorate, suffer from problems of image, and that middle managers should be able to improve reputation. One respondent noticed that middle managers are often on the spot to establish or support the credibility of their office.

4. Generalist versus Specialist

Seven respondents mentioned the conflicting organizational role demands between being the technical specialist and the managing



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generalist. Two of the respondents asserted that substantive and technical skills are necessary, but five others felt that middle managers find it difficult "to keep their fingers out of the substantive pie." In describing his role ambiguity, one respondent stated that "a sensitivity is needed as to what is required of a manager. Most managers are taken off the line and are reluctant to redirect time to managing from substantive work. Can we develop the concept of managing as a full-time task? There is not sufficient respect in the Agency for the role of manager and the management dimension of a problem is often not taken into account. We need to see the development of professional managers."

5. Knowledge of Agency Goals

Four of the managers surveyed stated that middle managers need better understanding of organizational, directorate, and office goals and priorities, and two stated that the middle manager often fails to play his or her key role of communicating these goals to subordinates.

6. Interoffice Network

Six cited the need for middle managers to be able to maintain a wide range of Agency contacts and thereby to cross compartmental boundaries. One focused on a perceived lack of middle manager interaction with higher level executives that leads to poor information exchange and poor use of middle managers.

7. External Trends

Five respondents pointed to the importance of middle managers being aware of trends outside the Agency (e.g., "new and better ideas, technological trends") and of the changing needs of Agency consumers. One



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respondent remarked that "what happens in the world can affect you more as a manager than can a new regulation sent out on a piece of paper. World events affect the Agency, and managers must have a sense of the state of the world as part of the planning process."

8. Politics

Six managers stated that the political games that have always been played in the organization have taken on new dimensions in recent years. Managers need, in their view, to be more politically astute, not just to accomplish tasks, but also to survive the political upheavals which appear to be bringing new personalities and new view points to the Agency every four years.

B. Administration

All but two of the respondents cited at least a few problems confronting second line managers in administration. This area includes, in the order of frequency of mention, the budget process; employee performance evaluation, ranking, and position management; handling problem employees; support programs; recruitment procedures; rotational assignments; legal procedures; managing bureaucratic "red tape"; security procedures; training; and "administration is not a problem."

1. Budget Process

The Agency budget process was mentioned by 20 of the respondents and listed by seven as a critical managerial concern. Some of the more specific concerns include how to play the politics of the budget cycle; how to prepare for a financial audit; an understanding of, and ability to use, the technical tools (e.g., computers and data processing) of budgeting; the budget review process; how to move resources from one area to another; and how to adjust the on year budget from what it was two years ago.



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2. Performance Evaluation, Ranking, Position Management

The performance appraisal system was cited as a key managerial problem by 12 respondents. Of specific concern are the difficulties of measuring and quantifying output, lack of honesty in appraisals, and assessing employee potential. In addition, three respondents reported that managers need more information as to how to conduct an effective PAR interview (both in the design of an Advance Work Plan and in giving PAR results), and how to deal with employee PAR rebuttals. Four of the respondents stated that managers need preparation for, and information about, participating in the employee ranking exercise. Three cited position management as an area of concern, with particular interest in preparing for a position classification audit by the Office of Personnel, upgrading positions, and the administrative facts and restrictions on redesigning and enriching jobs and positions.

3. Handling Problem Employees; Support Programs

Seven respondents stated that managers need to be better informed as to programs of assistance available to employees (e.g., the Agency Alcohol Program, and medical retirement requirements), and how to deal with employees who are reluctant to obtain the help that is available (e.g., how do managers tap the Employee Review Panel and the Fitness for Duty Medical Examination). Three of the respondents stated that the most difficult personal problems they had to confront were suspected cases of drug addiction, alcoholism, and sick-leave abuse. Two of the respondents stated that managers needed to know of, and how to verify, specific employee benefits. One of the respondents stated that managers needed to be aware of the various options available in the cases of under achieving employees, including the option of termination.



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4. Recruitment Procedures

Eight respondents suggested that while middle managers become involved in the recruitment process, most do not know what they are doing. The specific concerns include how to spot and assess potential candidates for employment, how to interpret the psychological assessment reports, and how to conduct an effective employment interview. Three stated that because middle managers lack these tools, many excellent prospects are lost, and many people who are hired are placed in the wrong jobs. Two of the respondents asked, "what is the recruitment process; what is my role?"

5. Rotational Assignments

Four of the managers stated that inter-office and inter-directorate rotational assignments were a problem for managers. Two claimed the problem was caused by managers not knowing how to go about arranging developmental rotational assignments for their employees and two of the respondents stated that rotational assignments are too plentiful; that the problem is for managers to learn how to keep their employees from seeking greener pastures.

6. Legal Procedures

Four of the respondents pointed out that managers need to understand legal procedures, such as how to deal with Agency lawyers (in the General Counsel's Office and the Office of the Inspector General), and to know legal restrictions on domestic and overseas work and employee legal rights. One stated that managers must understand employee grievance and equal employment complaint processes. Two of the respondents stated that managers had a critical need to be familiar with policies and procedures related to the Freedom of Information Act, that managers are the front line of defense against undue disclosures.



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7. Managing Bureaucratic "Red Tape"

Five of the managers interviewed stated that they felt a critical learning need was how to manage the bureaucracy. They cited growing "red tape" and the trend to "CYA" with paperwork as obstacles to effective management. One respondent stated that managers needed to learn how to do more with less paper. Two pointed out that managers need to know how quickly to bring about procedural and administrative changes; that most managers do not even try to change policy because they do not know how.

8. Security Procedures

Two respondents believed strongly that training should address the manager's need for a far better understanding of good security procedures at Headquarters and overseas.

9. Training

Two managers stated that second line managers need to be aware of the internal and external training available to their employees and how to go about getting it.

10. "Administration is Not a Problem"

When asked about administrative concerns, two respondents stated that they saw no administrative problems. Both stated that managers learn administrative procedures on the job and that this is not an appropriate area for training.

C. Interpersonal

All of the 36 respondents suggested that effective interpersonal skills were tantamount to successful management. The behavioral areas most frequently mentioned were communication, motivation, team building, handling stress and change, and relations with minority employees. Also the respondents listed a number of personal qualities that good managers should exhibit.



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## LEARNING NEEDS ASSESSMENT

### 1. Communication

The majority of the respondents cited the general area of communication as a critical dimension of effective management. Four of the respondents stated that middle managers could use help in improving their oral and written communication skills. Four of the respondents stated that middle managers should be better organizational communicators, facilitating upward, downward, and lateral communication.

Two said that middle managers are at the root of many communication problems in the Agency because of their failure to recognize the importance of formal communication and of informal exchanges of information with subordinates.

Six stated that managers needed basic communication skills, including information about body language, obstacles to clear interpersonal communication, adapting information and messages to different levels of receivers, sending clear messages versus mixed signals and effective listening skills.

Four respondents stated that middle managers need to speak different organizational languages and to communicate with different professions and disciplines (e.g., psychiatrists, computer specialists and lawyers), as well as with people in functional areas different from their own.

Five managers said that the ability effectively to give positive and constructive negative feedback is a skill sorely needed by middle managers. Of particular concern is how and when to give feedback to employees with performance problems.

Seven respondents asserted that an important learning need not being addressed by OTE is how to interview prospective employees. The questions on this subject include, "what are effective interviewing techniques?" and "how can I insure that a very glib interviewee really has something to offer?"



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2. Motivation

Sixteen respondents talked about problems related to employee motivation. Seven spoke in terms of how to get people to produce more, or to be more concerned with organizational (versus personal) objectives. Four cited the unique problems with people in routine and boring jobs; they suggested that practical information about job redesign and enrichment might be helpful.

Four of the managers surveyed perceived a serious "generation gap" and stated that managers need special assistance in learning to deal with "the younger generation" that represents changing values, expectations, and needs. (Refer to "Tomorrow's Managers" for a detailed look at what the managers in this sample think about the strengths and weaknesses of the managers who are following them up the managerial ladder.) Four said that while employee motivation is not a serious problem, managers are often at a loss when they are confronted with under productive employees and discipline problems. Two said that managers need to learn how to handle problem employees when the problems are first noticed, rather than procrastinating until the problems are critical.

Two of the respondents stated that their most serious challenge was getting people to go overseas when the problems (e.g., cost of living, terrorism) are increasing and the benefits are decreasing.

Finally, three of the managers believe that the Agency's senior managers are experiencing a motivational problem themselves, given the Federal pay cap on senior salaries which is viewed as "an unfortunate mistake that tempts me and my colleagues to look elsewhere for better paying jobs."

3. Team Building

Six of the managers interviewed stated that managers need general team building



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s .lls that will enable them to bring about efficient groups. Three referred to the manager's role of setting a tone of trust and openness in the office. Two cited the need for the manager to work in and with groups of high-graded professionals, as well as other mixes. One pointed out that the manager needed to have a group of subordinates who could be trusted to do all of the work while the manager managed.

4. Handling Stress and Change

Eight of the respondents pointed to the challenge of coping, and dealing effectively, with change and the resulting stress. Three stated that managers need to develop the ability to be flexible vis-a-vis organizational and substantive changes. Two cited the specific problem of dealing with changes in office leadership, personalities, and power centers. One respondent asked how to deal with the change resulting from the death of an employee and how to deal with grieving colleagues left in the office.

5. Relations With Minority Employees

Five of the respondents cited the need for managers to focus on, and to effectively deal with, the needs of minority and handicapped employees. The specific concerns were that "relations between men and women will be a special problem, given the increasing numbers of women entering the work force"; managers must learn to give equal versus same treatment"; and "attitudinal problems in race relations are difficult."

6. Personal Qualities

Half of those interviewed listed one or two personal qualities that all Agency managers should have. The characteristics most frequently cited are assertiveness, honesty, and risk-taking.



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Five stated that managers must be influential and persistent in getting things done. Several suggested that one reason power is increasingly centralized at higher echelons is the reluctance of middle managers to assert authority and responsibility.

Five respondents said that it is essential for managers to set high examples of honesty and integrity. Two pointed out that managers must admit when they are wrong and have a sense of the old-fashioned right and wrong.

Four mentioned that it is important for managers to be ready and willing to take appropriate risks and "not always to play it safe, doing just what pleases superiors." Two stated that managers must give their subordinates room for creativity and risk-taking.

D. Managerial Functions

The majority of the respondents cited several managerial functions which involve organizational, administrative, and interpersonal concerns. The managerial functions included in this category are professional development of subordinates, delegating, planning, problem-solving, organizing, managing time, and running meetings.

1. Professional Development of Employees

Ten managers stated that an important, and often neglected, function is to develop subordinates. Nine asserted that managers need to know how to engage in general employee counseling and in long-range career counseling. Typical comments include "managers need to help subordinates to grow and move up"; "they need to let go of people for their own benefit, and they need to know when to let go"; managers need to help subordinates to learn commitment, and to want to stay for full careers"; "managers need to know when and how to fight for, and defend, their subordinates." Three stated that managers need coaching and guiding skills, particularly since heavy turnover puts managers in the role of constant on-the-job trainer. Several respondents suggested that it is the manager's role to enable subordinates to develop and produce and to act as catalysts in the problem-

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solving process. They pointed out, however, that middle managers (especially in NFAC) are designated as senior substantive specialists, and that managers throughout the Agency too often try to solve problems themselves and do not leave enough time to manage.

2. Delegation

Effective delegation, an important tool of developing employees, was cited by eight respondents as an important learning need. Specific concerns include "how do you delegate effectively"; "how do you retain control when you delegate responsibility"; "how do you signal interest without being perceived as nosy"; "how do you stay out of the subordinates' way when they are doing their job?"

3. Planning

A critical issue for nine respondents was the need for managers to devote more time and energy to long-range planning and to be more proactive and less reactive.

One stated that "as an action-oriented Agency, we do not think very far into the future. We are a crisis-management fire brigade. Do we do a good job of utilizing our resources, or are decisions made by printers and clocks? Long-range planning is not irrelevant and needs to be developed and sold."

Another said that "middle managers serve as a bridge between top management's long-term reactive problem-solving." It was felt that there should be an increased awareness of this and that middle managers should be directed toward the proactive end.

Finally, a statement representative of many comments is that "managers for the Agency need to be asking 'where are we going and why?' Managers need to keep a broad view and not get picky or too parochial in setting course and direction."



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4. Problem-solving

The need to be effective problem-solvers can be inferred from over half the comments. Five focused on the manager's need to be able to assign priorities to problems and tasks. A representative statement is "there are not enough people to do the increased workload. Consequently, assigning priorities is a much tougher and significant managerial skill. Perhaps this is an area deserving attention in future management courses." Another saw the problem in terms of doing more with what we have: "how do you make hard decisions about priorities?"

5. Organizing

Six respondents stated that managers need to be better able to organize the work force for efficiency. Two cited the problem of dealing with disproportionate work schedules. Six referred to the relatively new challenge of managing people on flextime or collapsed time. Two said that the trend to have to manage more people than in the past gave them unique problems in organizing work.

6. Managing Time

Thirteen of the managers interviewed considered time management to be an area of concern. They felt that they lacked control over their time and needed a plan to make more effective use of their time.

Specifically, four questioned the appropriate amount of time to allot to administrative requirements, interpersonal communications, and to substantive demands. Eight expressed a need for a plan of action, so that they could perform those functions within the allotted time. Some questions asked were "is there something on the open market we could buy?" "Can I do this by myself?" "Where can I get the training?"



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7. Running Meetings

Six respondents wanted information on how to run a meeting effectively. Each of the following concerns was expressed: where to sit, losing control, domination, chairing a meeting, when to hold a meeting, how not to have so many people running committees, and acrimonious sessions.

E. Technology

All of the respondents mentioned the need for today's managers to have an understanding of various technologies. They differed, however, on two dimensions: the degree of understanding needed (general awareness versus expertise) and timeliness (there is an urgent need to prepare now versus we have time to spare). Many expressed concern about the impact of technology on people. The specific types of technology and systems that were mentioned are listed separately.

1. General Awareness Versus Expertise

Eighteen respondents indicated that managers need a general understanding of technological capabilities and alternatives, such as how computers operate, and what they can offer. Five respondents stated that managers should be technical generalists without in-depth expertise, be able to talk "computerese" and "technocratese" with the specialists, and to know what to ask for.

In contrast, fifteen respondents stated that managers needed operational skills in various computer systems and decision methodologies; the kind of in-depth understanding that will enable them to apply it to specific management functions and to direct subordinates in the use of appropriate systems.

2. Preparation Leadtime

Insofar as leadtime is concerned, six respondents expressed a sense of urgency;



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they stated that systems like SAFE, office automation and word processing and the resulting information explosion are now upon the ill-prepared Agency. These six said that the Agency should invest time and funds to prepare and train managers and subordinates to use the new technologies.

In contrast, nine of the respondents indicated that the need to learn about technologies is not critical. Two of the respondents stated that managers don't need to worry about the use of technology because "the Agency is years behind in installing sophisticated equipment, and the equipment that is operational (e.g., computer terminals) is limited to a relatively small portion of the Agency." Other reasons given for the lack of urgency are "information explosion is a myth; it doesn't exist"; "we have no need for computers in my area"; "computers are not the panacea that everyone thinks"; "it is too late to teach managers at my level"; and "the Agency would be better off to hire people with technical skills, rather than train nontechnical people."

3. Impact on People

Seven of the respondents expressed particular concern about the impact that technological innovations will have on people. Their comments include "mental adjustment to the computer world"; "individuals left behind as technology increases who are unable to cope as it becomes more complex."

4. Specific Technologies

The following specific topics were cited by at least two of the respondents: word processing, electronic mail, machines, computers, statistical analysis, records



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management, quantitative analysis, office automation, information storage and retrieval, computer terminology, automated data processing, SAFE and CRAFT.

F. Tomorrow's Managers

The respondents were asked to describe individuals who are now one step behind themselves in terms of their strengths, weaknesses, and differences between present and future managers. There is a striking lack of concensus regarding what is considered a strength and a weakness, and how the next generation can be characterized.

1. The Strengths

Tomorrow's managers exhibit technical competence and broad education, according to one fourth of the respondents. In addition to substantive expertise, they possess knowledge and exposure across functional areas. Many respondents stated that the coming generation of managers are people-oriented, able to communicate clearly and concisely with others in the Agency, and able to understand the needs of subordinates. One respondent stated that he is not afraid to supervise people who are more intelligent that he is.

Other strengths that were pointed out include strong analytical skills, problem-solving talent, the ability to look at things creatively, flexibility (lack of mind set), the ability to use the team-work approach, and personal confidence and high self-esteem.

The strengths noted by at least one respondent are:

| Number of Comments | |
|---|---|
| 12 | Strong education and training |
| 10 | Technical competence |
| 7 | Intelligence |



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| Number of Comments (cont) | |
|---|---|
| 5 | Communication skills (writing and speaking) |
| 5 | Ability to understand subordinates |
| 4 | People orientation |
| 3 | Strong analytical skills |
| 3 | Problem-solving talent |
| 3 | Self confidence |
| 3 | Positive self image |
| 3 | Creativity |
| 3 | Flexibility |
| 3 | Good team players |
| 2 | Ability to delegate |
| 2 | Have power of choice ("free spirits") |
| 2 | High motivation |
| 1 | Production orientation |
| 1 | Write well |
| 1 | Have extensive Agency experience |
| 1 | Able to represent Agency to community |
| 1 | Language aptitude |
| 1 | Security consciousness |
| 1 | Personal integrity |
| 1 | Willingness to shake the system and challenge the past |
| 1 | Dedication |
| 1 | Mission orientation |
| 1 | Political astuteness |
| 1 | Leadership qualities |

2. The Weaknesses

In looking at weaknesses, tomorrow's managers lack dedication and commitment to the Agency, according to this study. Another weakness is their overly cautious nature, bureaucratically and politically. A typical comment is "they don't take risks or think big in terms of programs and money." In addition, tomorrow's managers tend to want more substantive than managerial responsibility. Also, they are reluctant honestly to evaluate their subordinates. Their ability to delegate may lead to thrusting all responsibilities onto subordinates, and yet, they lack the



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ability to use secretaries wisely and effectively because they presently do many clerical functions on their own.

Tomorrow's managers lack military and overseas experience, language capabilities, good writing skills and the knowledge of tradecraft and line experience necessary to manage Agency personnel.

Weaknesses noted by at least one respondent are:

| Number of Comments | |
|---|---|
| 7 | Lack dedication and commitment to Agency (have a "what's in it for me attitude") |
| 5 | Overly cautious bureaucratically and politically (won't take risks and don't think big) |
| 4 | Prefer substance to management |
| 3 | Overly eager to delegate work to subordinates |
| 3 | Do not use secretaries effectively (do too many clerical tasks themselves) |
| 3 | Reluctance to give candid performance evaluations |
| 3 | Lack technical skills (e.g., computers; data processing) |
| 3 | Poor writers |
| 3 | Lazy (lack drive and motivation) |
| 2 | Workaholics |
| 1 | Lack feeling of elitism |
| 1 | Indecisive |
| 1 | Lack good work habits (late to work, long lunches, etc.) |
| 1 | Lack drive |
| 1 | Lack experience in line positions |
| 1 | Lack willingness to sacrifice |
| 1 | Lack ability to recruit new employees |

3. The Differences

Asked to compare present managers with their likely successors, many respondents stated that tomorrow's managers are more personally

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career oriented and less devoted to the organization, just the opposite of today's managers. Also, tomorrow's managers are less concerned with prestige and are more able and willing to engage in participatory management. Furthermore, they will be younger, and more will be women, two factors which several respondents believed would greatly change the overall style of Agency management. Other differences cited include less maturity, common sense, and practical experience. A typical observation is that "while future managers will be brighter and better educated, they will lack the common sense of today's managers." Several respondents forsee managers who are more conservative, disciplined, creative, and more willing to apply modern technology.

Observations cited by at least one respondent are that future managers will be:

| Number of Comments | |
|---|---|
| 6 | More personally oriented |
| 5 | Less dedicated to the organization |
| 4 | Less concerned with personal prestige |
| 4 | More willing and able to engage in participatory management |
| 3 | Younger and higher percentage of females |
| 2 | Less mature |
| 2 | Less common sense |
| 2 | More conservative (less risk-taking) |
| 1 | Have greater variety of skills |
| 1 | Have stronger substantive and geographic preferences |
| 1 | More flexible in managerial style |
| 1 | Have greater desire to further education |
| 1 | More willing to change |
| 1 | More impatient with "mickey mouse" stuff and more honest in self-expression |
| 1 | More creative |
| 1 | Will leave jobs more readily without having another lined up |



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